

**REVIEW OF ELEMENTARY  
AND SECONDARY  
SCHOOL FUNDING:  
INTERIM STATUS REPORT**

**Commission Draft**

This document is a commission draft of the JLARC report **Review of Elementary and Secondary School Funding: Interim Status Report**. The draft has been assembled for discussion and factual review. Do not publish or release any material contained in this document, because it is subject to additional verification and editorial review.

**Joint Legislative Audit and Review Commission**

**December 11, 2000**

## TABLE OF CONTENTS

	<u>Page</u>
Introduction.....	1
Background.....	2
Study Issues.....	9
Research Activities.....	15
Appendixes.....	33

## **Review of Elementary and Secondary School Funding: Interim Status Report**

In May 2000, the Joint Legislative Audit and Review Commission (JLARC) directed staff to commence a review of funding for elementary and secondary education in Virginia's public schools. Under Virginia's Constitution, the General Assembly has responsibility for providing a system of free public elementary and secondary schools, seeking to ensure that an educational program of high quality is established and maintained, and determining the manner in which funds are to be provided to meet state Standards of Quality (SOQ), including apportioning the costs between the State and local governments. The General Assembly, therefore, has a clear reason for continual concern as to the adequacy and appropriateness of public elementary and secondary education funding.

The planned JLARC review will address the cost and funding of the State's existing standards. However, the focus of the review will be on local expenditures for services that go beyond the SOQ. The study will examine the amounts that are spent above current SOQ cost levels within several cost categories, and will examine the purposes of those expenditures. While the greatest emphasis of the analytical work will be on elementary and secondary school operating costs, debt service and capital costs will be included in the review, as well as an assessment of certain issues applicable to determining local shares of the funding responsibility (for example, local ability to pay).

JLARC staff will brief the study findings in August 2001. The final report is expected to include funding options that the General Assembly may

wish to consider if it wishes to increase the level of State support for public education funding. The report will also assess some of the advantages and disadvantages of these funding options.

The current report is an interim status report. It has three parts. First, it provides some background information to explain the context for the review. Second, study issues are described. This part of the interim report states the broad conceptual issues, as well as the major categories of concern that were raised by school division and local government officials and other participants at eight regional input sessions conducted by JLARC staff. Finally, a JLARC staff survey of school divisions, and other research activities for the review that will be pursued during 2001, are discussed. Since JLARC staff are currently engaged in the data collection process for the study, the interim report does not include substantive findings.

## **BACKGROUND**

Virginia's Standards of Quality provide an important foundation for the State's role in funding elementary and secondary education. The SOQ are minimum requirements for school divisions in Virginia to provide a program of high quality for public elementary and secondary education. Under the State constitution, the State Board of Education (BOE) prescribes these standards, subject to revision by the General Assembly.

The current SOQ cover seven major areas. These areas are summarized in Exhibit 1. A complete listing of all actual requirements which must be implemented in order to fully comply with the SOQ needs to take into

account: the *Code of Virginia*, the Bylaws and Regulations of the Board of Education, the Standards for Accrediting Schools adopted by the Board of Education, and the Appropriation Act.

**Exhibit 1**  
**SUMMARY OF THE CURRENT STANDARDS OF QUALITY**

- 1. *Basic skills, selected programs, and instructional personnel.*** The Board of Education shall establish educational objectives for the development of skills necessary for success in school and the years beyond (currently expressed in the Standards of Learning, or SOLs). Local school boards should offer programs for special education; career and vocational education; gifted, handicapped, and at risk students; and adult education. Local school boards must employ the minimum number of instructional personnel for each 1,000 students, as set forth in the appropriation act, and the minimum number of instructional personnel on a division-wide basis as required by this statutory section.
- 2. *Support Services.*** The Department of Education and local school boards shall provide support services necessary for the operation and maintenance of public schools.
- 3. *Accreditation, other standards and evaluation.*** The Board of Education must promulgate regulations establishing standards of accreditation for local school divisions which include student outcome measures related to the Standards of Learning. This section also contains specific minimum staffing requirement for certain positions, such as principals, assistant principals, librarians, guidance counselors, and clerical personnel. Local school boards must require the administration of tests to assess the educational progress of students.
- 4. *Literacy Passports, diplomas and certificates.*** This standard addresses requirements for the completion of high school programs. (As of July 1, 2003, references to the Literacy Passport will be dropped from this standard).
- 5. *Training and professional development.*** The Board of Education and local school boards must provide professional development programs for instructors and administrative staff.
- 6. *Planning and public involvement.*** The Board of Education and local school boards must adopt biennially six-year improvement plans, which are developed with community involvement and available to the public.
- 7. *Policy manual.*** Local school boards must maintain up-to-date policy manuals which include guidelines for communication, policies on the selection of instructional materials, standards for student conduct, and guidelines to parents.

Source: JLARC staff summary of Chapter 13.2 (Standards of Quality) of the *Code of Virginia* (§22.1-253.13:1 to §22.1-253.13:8).

The present SOQ provide a statutory basis for both the Standards of Learning (SOL) and the Standards of Accreditation (SOA). Standard 1 of the SOQ states that the:

Board of Education shall establish educational objectives to implement the development of the skills that are necessary for success in school and for preparation for life in the years beyond. The current educational objectives [are] known as the Standards of Learning (*Code of Virginia*, Title 22.1-253.13:1).

Standard 3 of the SOQ states that the “Board of Education shall promulgate regulations establishing standards for accreditation...”

The SOQ include various quantified and non-quantified standards. Table 1 provides an example of an area in which there are a number of quantified standards -- instructional staff-to-pupil ratios at the classroom, school, and division level for basic education programs. In some areas, such as support services, the standards generally are not quantified.

The General Assembly has responsibility for determining how the SOQ are to be funded. While the State provides some funding to localities for elementary and secondary education that is not pursuant to the SOQ, the bulk of State funding is provided for SOQ purposes – that is, to help localities meet the costs of the standards.

In the mid-1980s, JLARC staff reviewed SOQ costs and funding. The findings from these reviews were documented in two JLARC reports titled *Funding the Standards of Quality Part I: Assessing SOQ Costs* and *Funding the Standards of Quality Part II: SOQ Costs and Distribution*. The reviews did not assess the adequacy and appropriateness of the standards, and did not cover

**Table 1**  
**Basic Education Pupil/Instructional Staff Standards**

Grade	Teachers*	Guidance Counselors	Librarian	Assistant Principal	Principal
Kindergarten	24 to 1 29 w/ aide	.2 per 100 or 500 to 1	<300 = .5 >300 = 1	600-899 = .5 >900 = 1	<300 = .5 >300 = 1
1	24 to 1	.2 per 100 or 500 to 1	<300 = .5 >300 = 1	600-899 = .5 >900 = 1	<300 = .5 >300 = 1
2	24 to 1	.2 per 100 or 500 to 1	<300 = .5 >300 = 1	600-899 = .5 >900 = 1	<300 = .5 >300 = 1
3	24 to 1	.2 per 100 or 500 to 1	<300 = .5 >300 = 1	600-899 = .5 >900 = 1	<300 = .5 >300 = 1
4	25 to 1	.2 per 100 or 500 to 1	<300 = .5 >300 = 1	600-899 = .5 >900 = 1	<300 = .5 >300 = 1
5	25 to 1	.2 per 100 or 500 to 1	<300 = .5 >300 = 1	600-899 = .5 >900 = 1	<300 = .5 >300 = 1
6	25 to 1 24 to 1 (English)	.2 per 80 or 400 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1
7	25 to 1 24 to 1 (English)	.2 per 80 or 400 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1
8	25 to 1 24 to 1 (English)	.2 per 80 or 400 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1
9	25 to 1 24 to 1 (English)	.2 per 70 or 350 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1
10	25 to 1 24 to 1 (English)	.2 per 70 or 350 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1
11	25 to 1 24 to 1 (English)	.2 per 70 or 350 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1
12	25 to 1 24 to 1 (English)	.2 per 70 or 350 to 1	<300 = .5 300-999 = 1 >999 = 2	<600 = 0 1 per 600	1

\* These are based upon division standards for elementary school. Maximum class sizes are 25 students for kindergarten (30 with an aide), 30 students for grades one to three, and 35 students for grades four to six.

Source: State Standards of Quality.

capital and debt service costs. The reviews did produce a number of changes to the SOQ cost methodology, and contributed to the use of a local ability-to-pay factor in funding more of the SOQ cost accounts. The second report also identified some alternative measures of local ability to pay, but these were not implemented.

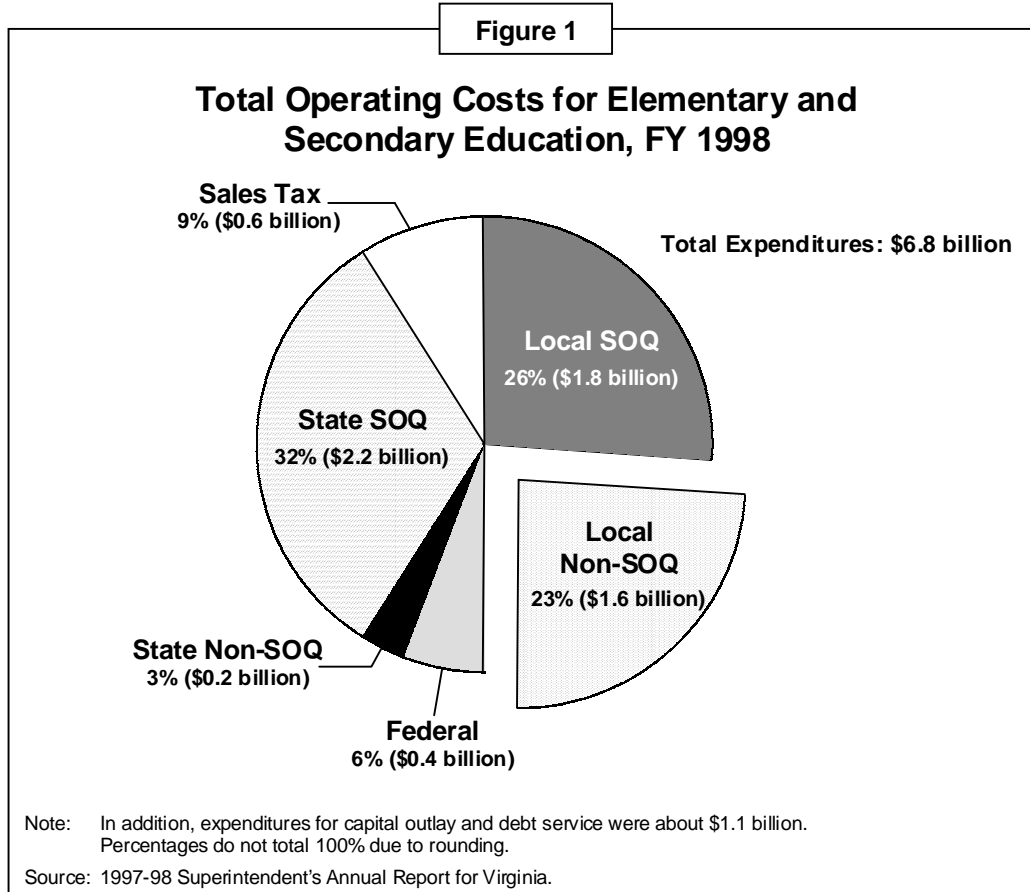
The SOQ provide a minimum foundation program for Virginia's school divisions, but do not eliminate differences in spending levels for elementary and secondary education between localities. Local governments are free to spend as much or as little above the required foundation as they are willing and able to pay.

In the 1990s, the State's approach to education funding was challenged on disparity grounds. It was noted that expenditures for public education varied across the school divisions. The State Supreme Court upheld the constitutionality of the State's SOQ funding system in 1994, noting that the General Assembly had carried out its constitutional requirements, and that "nowhere does the Constitution require equal, or substantially equal, funding or programs among and within" the school divisions.

However, concerns have persisted about the adequacy of either the State's standards or the costs that are calculated to meet the standards. In part, concerns stem from the fact that many local governments make expenditures that go beyond the SOQ. Some local governments have expressed a view that the State has not been a full partner in funding legitimate elementary and secondary needs. These concerns are part of the context for the JLARC review.



Education expenditure data from Fiscal Year (FY) 1998 reveals that in aggregate, localities did in fact spend significantly more than was required of them by the SOQ. In FY 1998, approximately \$6.8 billion in total was spent for public elementary and secondary school operating costs (see Figure 1). Of that total, approximately \$4.6 billion was attributed to the State and local shares of funding required by the SOQ (\$2.8 billion and \$1.8 billion, respectively). The State provided an additional \$237 million for educational programs through various categorical and incentive based programs, and the federal government provided Virginia schools approximately \$400 million to support operations in FY 1998. The remaining \$1.6 billion (almost one-quarter of operating costs) represents local operating expenditures that were beyond the required local SOQ funding.



In addition to the operational costs of primary and secondary public education, the localities reported spending approximately \$1.1 billion for capital outlay and debt service in FY 1998. In that fiscal year, the State provided up to about \$9 million in direct aid (from the maintenance supplement account) for these two categories. The State also provided loan assistance through the State Literary Fund and the Virginia Public School Authority. When total costs (operational costs plus capital outlay and debt service) are considered, the proportion of the cost that is “local non-SOQ” is estimated to be 34 percent.

It should be noted that these data are for FY 1998. The school divisions and the Department of Education are currently in the process of collecting expenditure data for FY 2000, and FY 2000 data will be used in the final report for this study. Further, since FY 1998, the State has enhanced its non-SOQ funding. For example, after FY 1998, the State began to fund a school construction grant program and provided some Lottery Funds for capital purposes.

While the FY 1998 data indicates the extent in aggregate to which the expenditures of localities exceeded their required local shares for the SOQ, it does not reveal the amount that each particular locality spent above or below the SOQ cost. Evidence suggests that the extent to which local practices exceed the standards varies greatly across localities. Furthermore, the specific services provided by higher levels of expenditures may also vary across localities. While currently available expenditure data allows an assessment of how much localities

spent beyond the required SOQ levels, this data is not detailed enough to determine the specific practices or purposes for which these funds were spent.

## **STUDY ISSUES**

During the first phase of this study, seven broad issue questions were identified to guide the review. Also, several major topic areas were consistently raised at regional input sessions conducted for this study, and each of these areas will receive some attention during the review. This section of the interim report addresses the broad issues, as well as the topic areas raised at the input sessions.

### **Issue Questions for the Review**

Based on concerns expressed by legislators during the 2000 General Assembly session, seven broad issue questions for this review of elementary and secondary school costs and funding have been identified. These issues are shown in Exhibit 2 on page ten.

The first four issues have been identified to help assess the approach currently used by the State to fund public elementary and secondary education costs. The first three of the four issues relate to the State's practices in determining the costs and funding levels for the SOQ, and its cost participation in other mandated programs. The fourth issue addresses the extent to which State (and federal, if applicable), funds are provided to localities based on ability to pay. The issue includes the question of how local ability to pay should be measured.

The remaining three issues are related to school division practices and expenditures that go beyond the Standards of Quality. Regarding Issue 5, an assessment of the specific practices employed by localities that go beyond the SOQ is a major focus of this review. Once the purposes for and extent of these expenditures have been identified by each locality, the data will need to be examined to assess the extent to which specific practices are typical or prevailing either statewide or among similar localities.

## **Exhibit 2**

### **SUMMARY OF BROAD STUDY ISSUES**

1. Is the State correctly implementing the SOQ cost methodology, and are the State and all localities fully funding their shares of SOQ costs?
2. Are there improvements or enhancements to the SOQ methodology that appear appropriate?
3. Are there “funding gaps” for State-mandated or sponsored programs, where the State does not fund, or does not adequately fund, a share of the costs?
4. To what extent is funding distributed based on local ability to pay?
5. For what specific practices do localities make expenditures that exceed recognized SOQ costs, and how widespread are these practices? Is the extent to which the practices are used related to local ability to pay? How much is spent for these practices? (The issue includes capital outlay and debt service costs.)
6. What factors should be considered in determining the degree of State support that may be appropriate for local practices that exceed the SOQ?
7. If the General Assembly wishes to enhance the level of State support for elementary and secondary education, what options are available, and what are the associated costs?

Source: JLARC staff exhibit.

In addition, to address Issue 6, the study will examine the factors that might be relevant to determining the degree of State support that may be appropriate for local practices that currently exceed the SOQ. Regarding Issue 7, enhancements to State support could potentially be made by raising the SOQ, with accompanying funding, or by increasing non-SOQ funds. Options and associated costs will be developed for General Assembly consideration. Potential advantages and disadvantages of different approaches or options will be presented.

### **Topics of Concern Raised at Regional Input Sessions**

In addition to the broad issue questions identified for the review, six major topical areas of concern were consistently raised this summer at regional input sessions for the study conducted by JLARC staff. These sessions were held during July and August of 2000 in each of the eight superintendent's regions in order to obtain local perspectives and to further define the study issues. The meetings took place in Marion, Roanoke, Charlottesville, Woodbridge, Virginia Beach, Henrico, Tappahannock, and South Hill. Participants in the regional input session process included school division superintendents, school division finance officers, local government officials, and others. The six major topical areas of concern that were raised at these sessions were: staffing, teacher salaries, special education costs, technology, debt service and capital costs, and local ability to pay.

The following descriptions of the topic discussions reflect the general consensus of the local participants at the input sessions. All of the points made

were not expressed by all participants. It is also important to note that this discussion reflects participant views, not results or findings from this study.

**Staffing.** Regional input session participants strongly emphasized their belief that the staffing ratios upon which SOQ funding is based are not adequate. Participants stated that the pupil-teacher ratios upon which SOQ funding is based are not adequate, based on research that has shown student achievement gains with smaller class sizes and in smaller schools. Participants also indicated that SOQ funding does not accurately reflect the use of resource teachers in elementary schools, such as art, music, and physical education teachers. At the secondary level, participants argued that SOQ funding does not adequately address the need for additional course offerings. Additional course offerings often translate into more teachers. Finally, participants felt that the SOQ does not accurately reflect the need for positions such as assistant principals, guidance counselors, reading specialists, safety officers, instructional aides, and school nurses.

**Adequacy of Teacher Salaries.** There was great concern that Virginia, along with the rest of the nation, appears to be facing a teacher shortage. This shortage may be most prevalent in the areas of math, science, and special education. According to session participants, the salary levels recognized in the SOQ are a major reason for the loss of both new and experienced teachers to other states, particularly North Carolina and Maryland. Session participants also indicated that there is intense competition among the localities within Virginia to recruit and retain teachers, and that salary has

become the major factor that prospective teachers focus upon when making their employment decisions. Participants made a variety of suggestions regarding teacher salary. Some participants suggested that SOQ funding should be based on the national average teacher salary, while others suggested that the State should set either a required minimum salary, or a statewide defined salary scale which localities could then choose to supplement. Finally, some participants suggested that the State provide more significant funding for scholarship or loan forgiveness programs for teachers that stay in Virginia.

***Special Education Funding.*** Session participants indicated a belief that SOQ special education staffing ratios have not kept pace with new federal requirements and decisions from the courts. According to participants, these new requirements have forced school divisions to provide more intensive special education services than are prescribed in the standards, thus increasing local expenditures, while State funding has remained more constant on a per-pupil basis. Participants emphasized that a few students with severe disabilities can increase local costs tremendously. However, the cost impact that such students have on a particular locality may not be adequately reflected in the State's calculation of prevailing special education costs statewide.

***Adequacy of Technology Funding.*** Technology funding was another concern that was consistently voiced across the regions at the input sessions. Although session participants were generally appreciative of the State funding that has been provided to school divisions for hardware and software purchases, two basic concerns remained. Participants expressed the view that State

technology funding has not been adequate or consistent enough to meet school divisions' needs. In addition, participants asserted that the State has not provided funding for technology personnel to operate and maintain the equipment. Session participants indicated their belief that technology in the schools provides a significant educational tool, and indicated a desire to build technology funding into the SOQ funding calculation, including both equipment (hardware/software) and technology personnel costs.

***Capital and Debt Service Costs.*** Concerns were raised at the input sessions about the increased strain on school facilities that is due to factors such as student population growth, class size reduction, and the pressure to offer additional courses. Participants at the input sessions indicated that the strain on facilities has resulted in the increased use of trailers and portable classrooms. In addition to new construction and renovation needs, participants indicated that facility maintenance is a significant unmet need, especially for localities with aging school buildings. The participants at the regional input sessions were generally appreciative of the recent State funding for capital and debt service costs. However, participants noted that the State funding was a very small percentage of their total capital needs and debt service costs.

***Local Ability to Pay, Particularly the Composite Index.*** Although the issue of local ability to pay was raised in all of the sessions, the level of satisfaction with the composite index varied across the State and even within regions. Some session participants indicated satisfaction with the existing composite index. However, there were also significant criticisms of the ability-to-



pay measure. For example, the use of income in the index was criticized, because localities are not able to tax income. Some participants indicated that a measure used to determine local versus State shares should also reflect local tax effort, not just tax capacity.

***Other Concerns.*** Participants at the regional input sessions also raised a variety of other concerns. Although these concerns were not reflected statewide, concern was expressed regarding alternative education costs, gifted education costs, costs related to the Standards of Learning such as remedial summer school, pupil transportation costs including a shortage of bus drivers, staff development funding, utility costs that are higher than the statewide prevailing average, and pre-school funding for at-risk four-year olds in Virginia.

## **RESEARCH ACTIVITIES**

To fully assess the various issues identified for this study, JLARC staff will undertake several research activities in addition to the regional input sessions. These activities include data collection tasks, and an assessment of the study issues and the development of funding options. The project schedule for completing these research activities is provided in Appendix A.

### **Overview of Key Data Collection Activities, Including School Division Survey**

There are four major sources of data which JLARC staff will use in assessing expenditures for elementary and secondary education. One of these sources, the Annual School Report, contains data that are collected from the

school divisions by the Department of Education. The other three major sources of data will be collected by JLARC staff.

***Annual School Report Data Collected by DOE.*** There are several sources of currently available public education data. One of these sources is the Annual School Report (the ASR). Through the ASR, the school divisions provide certain financial and statistical data. For example, the ASR contains data on expenditures from the school division budgets broken down into a number of cost categories, and the number of elementary and secondary FTE teachers. In addition, for 1999-2000, school divisions were asked to complete a supplemental schedule on technology expenditures and personnel. The ASR data are collected by the Department of Education. It is anticipated that DOE will provide the 1999–2000 ASR data to JLARC staff in January 2001.

***JLARC Staff Survey of School Divisions.*** While the Annual School Report provides a substantial amount of financial and statistical data, additional information is required to address the study issue of local expenditures beyond the SOQ. To collect the additional data that is needed, JLARC staff prepared an electronic survey of Virginia school divisions. A copy of the survey instrument is provided in Appendix B.

The JLARC staff survey of local school divisions was released to the school divisions by e-mail on Monday, October 23, 2000. It has been posted on the JLARC website. Prior to its release, the survey was provided to a number of school division superintendents and finance officers to obtain their comments, as a pre-test of the instrument.

The survey consists of 15 sections, most of which pertain to the 1999 – 2000 school year, because that is the most recent year for which ASR data will be available within the timeframe of the review. School divisions were asked to provide their responses to the survey by December 7, 2000, so that the data are returned before schools begin closing for the holiday season. The questions on the JLARC staff survey collect data from the school divisions that are not available from other sources, at least not at the same level of detail or for the particular year in question.

Twelve of the fifteen sections of the survey (sections 1 – 11, and section 13) directly address the concerns raised at the regional input sessions, and serve to gather data that could not be obtained from other sources. In addition, three of the sections (5 – 7) address related issues of school health personnel, medically fragile students, and students who receive special education. The remaining three sections of the survey (sections 12, 14, and 15) address miscellaneous issues and provide room for school divisions to submit additional comments.

Specifically, sections 1 and 2 request elementary and secondary classroom instructional Full-time Equivalent (FTE) positions, respectively, broken down into some detail. For example, at the elementary level, distinctions are made between “regular” teachers (to be reported by grade) and “resource” teachers (for example, art teachers, music teachers, and other subject matter specialists). These sections also request that the information provided on instructional FTE positions be broken out by State and locally-funded FTE

positions versus those positions that are federally funded. Information is also requested on the number of FTEs that have a provisional license. The main purpose of this section is to help compare locality FTE-offered positions against positions recognized by the SOQ.

Section 3 requests data on the total number of alternative education placements and the associated FTE positions. For the purposes of this section, locally-provided alternative education includes: (1) arrangements for students who exhibit dangerous and/or disruptive behavior and thus no longer have access to the traditional program, and (2) arrangements for students who experience academic difficulty in regular education (the latter excludes special and vocational education). The main issue addressed in this section is instructional staffing, and the main purpose is to examine the range in school division pupil-teacher ratios for each type of alternative education. The SOQ require that “educational alternatives” be provided, but do not provide any quantified ratios for these positions. Divisions indicate that class sizes are lower than for regular classroom instruction.

Section 4 requests data on school resource officer FTEs and funding. For the purposes of this section, school resource officers (SROs) are those personnel who have as their only duty the promotion of safety and prevention of crime and truancy in the schools. Specifically, this section makes distinctions between: costs that are funded by the school division budget; costs that are funded by the local government, but as part of a non-school budget; and costs that are funded by the State or federal government. The main purpose of this

section is to gather data on instructional staffing and the associated costs for SROs in response to reports from school divisions indicating that costs for these positions may not be captured in SOQ funding through the Annual School Report. For example, some localities may pay for the positions outside of the school budget.

Section 5 requests data on the use of consulting physicians, and the number of school health FTE positions and their salary. Specifically, this section requests information about physical and occupational therapists, speech-language pathologists, nurses, and other personnel. This section also asks school divisions to indicate whether these personnel are employed by the division or provided by the local government. The main purpose of this section is to consider whether the various types of health personnel that are used by divisions are recognized by the ASR and in the SOQ cost calculations, and to compare locally-offered positions against those recognized by the SOQ.

Section 6 requests data on expenditures for assistive technology, as well as the number of medically fragile (MF) students. Specifically, this section requests information on the number of MF students who have an identified disability under federal law, the number of MF students who require their own nurse, and those expenditures that are associated with medically fragile students. The main purpose of this section is to gather data on those additional expenditures associated with medically fragile students, which may result in part from federal law, and that may not be recognized by the SOQ.

Section 7 requests data on expenditures for legal services, assistive technology, and contracted services for special education, as well as the number of FTE positions that provide instruction to students who receive special education. The main issue addressed in this section is special education instructional staffing and special education-related expenditures. The main purpose of this section is to help compare locality FTE-offered positions against positions recognized by the SOQ. School divisions indicate that there are costs associated with federal and state regulations that may not be recognized by the SOQ.

Section 8 asks whether various types of fringe benefits were extended to school division personnel in the 1999 - 2000 school year. The main purpose of this section is to help examine the differences in local expenditure levels that may be due to differences in fringe benefit practices.

Section 9 requests the average percent salary increase adopted for several recent school years, including the current school year. It also requests the effective date of pay increases. The main purpose of this section is to compare pay raise levels adopted by school divisions with the percentage increases provided in the Appropriation Act. It is unclear whether the percentage increases offered by the State have kept pace with local pay raise practices. The issue will consider matters such as the timing of the pay increases as well.

Section 10 seeks data on the extent to which expenditures have been for various salary enhancements, such as signing bonuses, educational loan repayments on behalf of teachers, performance-based incentive payments,

“leadership compensation”, and “other enhancements”, such as compensation that is provided for school-related work or activities that are performed outside of the regular work day. The main purpose of this section is to examine the magnitude of salary enhancements, including the potential use of incentives to recruit and retain personnel.

Section 11 asks various questions about matters such as the number of recent vacancies, applicants for positions, areas of hiring difficulty, new and senior teachers, and substitute teacher and bus driver hiring situations. The main issue addressed in this section is potential staffing shortages. The main purpose is to develop some indicators of the extent to which school divisions are experiencing difficulties in recruiting and retaining personnel.

Section 12 addresses miscellaneous areas of interest that could not be grouped with the larger series of questions. The main issues addressed in this section include capital outlay (number of trailers and new facilities in the 1999 – 2000 school year), the use of pooled purchases to acquire support materials, bus replacement schedules, the use of the middle school designation and the grades included, and repayment periods for loans. The main purpose of this section is to facilitate analyses of some special factors that may impact the costs reported on the Annual School Report or on other data sources.

Section 13 requests data on the scheduling of classes (use of block periods, the number of periods used), the number and type of secondary school class offerings in the division, and the five largest class sizes in the school division, broken out into some specific categories. The main issue addressed in

this section is instructional staffing, and the main purpose is to help assess SOQ class size standards, the upper bounds of school division class size practices, and the adequacy of State calculations in determining SOQ-required positions.

Section 14 requests that school divisions identify areas in the ASR for which the directions may be unclear or for which data may be reported inconsistently. The main purpose of this section is to alert JLARC staff to those possible ASR expenditure or statistical data components for which the data reported across school divisions may not capture the same types of items due to definitional issues.

Finally, section 15 provides space for any comments that the school division might have about the issues raised in the survey, or for additional information associated with the questions asked in other sections of the survey. The main purpose of this section is to provide school divisions an opportunity for open-ended responses to issues raised by the survey.

***JLARC Staff Survey of Regional Education Center or Programs, and Local Governments.*** In addition to surveying local school divisions, JLARC staff plan to survey regional education programs, and local government budget offices. Regional education programs, which include special, alternative, and vocational education, as well as Governor's schools, will receive a brief survey to collect data that is not available from the ASR. With regard to local governments, the input sessions for this study revealed that some school-related costs -- for example, school resource officers -- may not be found in the school divisions' budgets, but rather may be found in local government budgets. A survey of local



government budget offices will help ensure that all local education costs are reflected in the JLARC study. This relatively short survey will be administered to local governments in the December 2000 to end of January 2001 timeframe.

### **Assessment of Study Issues and Development of Options**

There will be four major components to the assessment of issues for this review. These components include: a review of current State education funding levels, both for the SOQ and for non-SOQ purposes; an assessment of locality expenditures that go beyond the SOQ; an assessment of local share of funding issues, including ability to pay and local effort; and development of funding options and associated costs for elementary and secondary education.

#### ***Review of Current State Funding Levels for SOQ and Non-SOQ***

**Purposes.** It is not possible to determine how much localities expend that goes beyond the SOQ without examining the magnitude of SOQ costs (by cost category) which are recognized through State cost calculations and funding, and the required local shares for the SOQ. To gain a full understanding of the current sharing of elementary and secondary costs by the State and the localities, State funding for non-SOQ purposes also needs to be considered in the analysis.

DOE staff have provided JLARC staff with the current funding model used by DOE to calculate SOQ costs. Access to the model will be helpful in achieving the study objectives. The SOQ funding model is largely executed in a database environment. Prior to 2000, the SOQ model ran on a DOS-based version of Oracle, a commonly used database software package. However, during the summer of 2000, DOE upgraded the SOQ model to run in a Windows-

based Oracle environment. In addition to the database portion of the SOQ model, DOE makes a number of SOQ cost calculations in outside Excel spreadsheets.

JLARC staff are in the process of developing the capability to execute the model and related spreadsheets, and therefore calculate SOQ costs, independently of DOE. JLARC staff will review the assumptions and calculations of the SOQ model. JLARC staff will continue to carry out this review in the coming months to determine whether significant modifications that could affect costs have been made to the SOQ methodology since the JLARC SOQ I and SOQ II reports. (After the release of the reports, legislative sessions ratified the JLARC cost methodology through its use in the State budget process.) For example, cost components may have been dropped, added, or aggregated, which could affect SOQ cost calculations.

JLARC staff will also determine whether there are any technical / methodological improvements or enhancements to the SOQ cost calculations that appear appropriate. For instance, if some school divisions experience costs that are higher than the prevailing costs for items that are beyond their control, an enhancement to the SOQ methodology to account for these higher costs may be justified.

JLARC staff will also review whether there are any funding gaps for State-mandated or sponsored programs where the State does not adequately fund a share of the costs. Funding gaps may have arisen if new requirements have been placed on local school divisions by the State or Federal government

since the existing SOQ funding methodology was developed. The assessment of potential funding gaps will include both SOQ and non-SOQ funds, since some State funds may have been provided outside the SOQ to support new requirements. In addition, JLARC staff will review how the State has implemented funding for various non-SOQ programs that receive State funding. For example, some materials provided to JLARC staff during this first phase of the study indicate that some school divisions may not be able to access State preschool funds for the Virginia Preschool Initiative, which was initiated in 1994.

***Assessment of Locality Expenditures Beyond the SOQ.*** As previously indicated, in FY 1998, localities spent an additional \$1.6 billion beyond what was required of them by the SOQ for elementary and secondary education costs. This amount was \$2.7 billion in FY 1998, if capital costs and debt service are included in the calculation. The regional input sessions indicated that there are several cost categories that many school divisions may fund at levels beyond what is required by the SOQ. However, by using the data collected for this study, it should be possible to better isolate those expenditures by purpose, and examine patterns that relate to those expenditures. The extent to which localities exceed the required SOQ funding amount appears to vary significantly.

In the coming months, JLARC staff will analyze the data to identify for which specific practices localities make substantial expenditures beyond the SOQ. In some cases, these may be practices that are funded in the SOQ, but not to the extent that many localities fund them. For example, many localities have stated that they provide lower pupil-teacher ratios than are required by the

SOQ. In other cases, these may be practices that are not included in the SOQ cost methodology at all.

Along with identifying specific practices, JLARC staff will determine how widespread these additional practices are. Some practices may prevail statewide, whereas others may only prevail in a cluster of related localities. Since it appears that the extent to which local practices exceed the standards varies greatly across localities, JLARC staff will review whether spending on these additional practices is related to local ability to pay.

The JLARC staff assessment of local costs that exceed the SOQ will be largely based on data from the 1999-2000 Annual School Report and data obtained through the JLARC surveys to local school divisions, regional centers, and local budget offices. JLARC staff will also make use of the results of several other surveys that have been administered to local school divisions within the past year or two.

The review of local practices exceeding the SOQ will result in an assessment of which practices should be considered for additional State financial support. To make this assessment, staff will need to understand why localities support educational practices beyond the SOQ.

There may be a variety of reasons for why localities support additional practices which exceed the SOQ. Some localities may make expenditures beyond the SOQ calculated costs due to circumstances beyond their control. For example, in the previous SOQ reviews JLARC staff found that differences in per pupil transportation costs were often due to factors outside a locality's control --

the area of the locality (in square miles) and the number of pupils transported. JLARC staff recommended that the SOQ calculation for transportation costs be modified to include tiered pupil transportation prevailing costs based upon locality specific utilization. In the current review, JLARC staff intend to analyze local expenditures exceeding the SOQ prevailing costs to determine if there are other expenditure categories that are affected by specific circumstances beyond local control. Several localities have suggested that special education costs may fall into this category of expenditures.

Some local expenditures made beyond the SOQ-calculated costs may be due to local aspiration. However, their related benefits may warrant State support. To determine whether additional local practices warrant consideration for State support, JLARC staff will examine whether there is evidence that these local practices do, indeed, lead to measurable benefits. This may be done through reviewing Virginia-specific research and data, such as analyzing whether particular practices (for example, lower pupil-teacher ratios) appear to be associated with higher test scores. Also, JLARC staff will review relevant research or analyses that have been conducted in other states or at the national level. School division personnel may also be asked about the availability of evidence, or for their observations, regarding the efficacy of certain practices.

***Assessment of Local Ability to Pay Issues.*** The State distributes over 75 percent of its funds to localities based on ability to pay. The current measure of ability to pay used by the State is the composite index. Over the years, a number of local governments have voiced concern over whether the

composite index accurately measures a locality's ability to pay. Many of these concerns were heard again at the regional input sessions.

The composite index determines a locality's ability to pay by comparing the locality's real property value, adjusted gross income, and taxable retail sales levels to the statewide levels for these items on a per-student and per-capita basis. As indicated in Figure 2, the composite index has both an Average Daily Membership (ADM) component and a population component. These components are weighted two-thirds and one-third respectively in the calculation of the composite index. The locality's values for the ADM and population components determine how the locality's index varies from the statewide aggregate local share for SOQ costs of 45 percent.

**Figure 2  
Composite Index**

**ADM Component =**

$$.5 \left[ \frac{\frac{\text{Local True Values}}{\text{Local ADM}}}{\frac{\text{State True Values}}{\text{State ADM}}} \right] + .4 \left[ \frac{\frac{\text{Local Adj. Gross Income}}{\text{Local ADM}}}{\frac{\text{State Adj. Gross Income}}{\text{State ADM}}} \right] + .1 \left[ \frac{\frac{\text{Local Taxable Retail Sales}}{\text{Local ADM}}}{\frac{\text{State Taxable Retail Sales}}{\text{State ADM}}} \right]$$

**Population Component =**

$$.5 \left[ \frac{\frac{\text{Local True Values}}{\text{Local Population}}}{\frac{\text{State True Values}}{\text{State Population}}} \right] + .4 \left[ \frac{\frac{\text{Local Adj. Gross Income}}{\text{Local Population}}}{\frac{\text{State Adj. Gross Income}}{\text{State Population}}} \right] + .1 \left[ \frac{\frac{\text{Local Taxable Retail Sales}}{\text{Local Population}}}{\frac{\text{State Taxable Retail Sales}}{\text{State Population}}} \right]$$

**Local Composite Index =**

$$((.6667 \times \text{ADM Component}) + (.3333 \times \text{Population Component})) \times 0.45$$

JLARC staff intend to review the composite index in light of the recent criticisms of the measure and to also examine other measures of ability to pay. The role of income in the measure, and the appropriate measure for income to be used if it is retained as a factor, need to be considered. For example, should median AGI (Adjusted Gross Income), be used, instead of total locality-wide AGI divided by school membership and population? Potential unique concerns about the application of the composite index to particularly small and large school divisions also need to be examined. This analysis will lead to an assessment of whether any modifications to the existing composite index are possible and appropriate, and whether any other measures of ability to pay should be considered. As part of this assessment, staff will model the impact on local school divisions of any modifications to the composite index or new ability to pay measures.

***Development of Funding Options and Associated Costs for Elementary and Secondary Education.*** The final component of the JLARC review of elementary and secondary school funding will be the development of funding options for the General Assembly's consideration. After JLARC staff have identified potential enhancement to the existing SOQ cost methodology, and otherwise examined the expenditures made for local practices beyond those required by the standards, staff will complete the analysis with a discussion of possible options and associated costs for enhancing the State's level of support for elementary and secondary education.

There will probably be numerous areas and a variety of ways available in which to adjust State educational funding. JLARC staff will seek to have the capacity to calculate these various funding options individually. However, the primary objective will be to present a manageable set of initial funding options to the General Assembly. Rather than an “a la carte” approach, a set of potential funding packages would be created that seek to logically combine several of the potential adjustments.

To develop funding options, priority levels for the options will be determined based on a consistent framework. The prioritization framework will be based on the strength of the evidence that exists for the necessity of the modification, the measured or perceived benefit attributable to the practice, and the prevailing nature of the practice. The framework is expected to result in tiered categories that reflect priority levels based on the criteria applied in the review.

Although it is too early in the study process to specify the option categories, there will probably be something comparable to a “high priority” category and two or three tiers of lower priority options. The high priority category, or first tier of options, would likely include any SOQ costs that are not currently captured by the State’s funding model, as well as technical modifications to the SOQ cost calculations to recognize expenditures above prevailing levels for reasons that are clearly beyond local control. The funding modifications in the high priority category will likely result in formal recommendations in the final report.



The second and third tiers of options would include practices that are found to or thought to have educational benefit. Options in the second tier would probably include practices for which a meaningful positive impact on student performance or learning can be substantiated with data analysis or other research methods. For example, if a meaningful positive influence on student achievement can be isolated for a particular practice (such as a lower pupil-teacher ratio), then such a practice would probably be placed in the second tier. A third tier of options would likely include practices that have a theoretical educational benefit or make sense intuitively, but the benefit has not been strongly established by empirical results to this point. In addition to assessing the necessity of a modification and the educational benefit associated with the practice, the extent to which a practice is prevailing across localities could affect its prioritization.

The categories of options may not be as clear cut as the above discussion implies. If this is the case, the review may result in just two priority levels (“should do” versus “could do”), with multiple funding options in each level. At a minimum, there will be an effort to rate potential enhancements through the application of designated criteria and to discuss the advantages and disadvantages of each of the funding options.

The final report will also present the costs associated with each of the prioritized items. Costs will be presented in terms of aggregate State and local costs, and at the school division level. JLARC staff expect to present the options in a format that closely resembles the presentation of funding options in prior

JLARC SOQ reports. Costs for the options will be calculated for all relevant school divisions that can benefit from a particular practice, whether or not the school divisions currently have such practices in place.

## APPENDIXES

	<u>Page</u>
<b>Appendix A:</b> Project Schedule.....	A-1
<b>Appendix B:</b> Survey of Local School Divisions.....	B-1

**Appendix A****Project Schedule for the JLARC Review of  
Elementary and Secondary Education Funding**

The project schedule is based on a Commission briefing date of August 2001. Anticipated time frames for major project activities are shown below.

<b><u>Project Activities</u></b>	<b><u>Expected Time Frame</u></b>
JLARC Survey of Local School Divisions	
-- Due date	December 7, 2000
-- Data cleaning	Dec. – Feb. 2001
Interim Status Report	Dec. 11, 2000
JLARC Surveys of Regional Programs and Local Governments	End of Jan. 2001
Receipt of Annual School Report Data, and ASR Data Cleaning	Jan. – Feb. 2001
Analysis of FY 2000 Data, and Development of Funding Options and Final Report	Mar. – Aug. 2001
Briefing	August 2001

**APPENDIX B**

**JLARC SURVEY OF VIRGINIA SCHOOL DIVISIONS**



## JLARC Survey of Virginia School Divisions

The Joint Legislative Audit and Review Commission (JLARC), the oversight commission of the Virginia General Assembly, has requested that its staff conduct a study of elementary and secondary school education funding. A central focus of this study is the expenditures that are made by localities that go beyond the Standards of Quality (the SOQ).

The following survey has been developed to supplement the information you report to the Department of Education through the Annual School Report and various other data collection efforts. We believe that this additional information will enable us to address the issues that were identified through the public input sessions. Without this information, JLARC staff will not be able to isolate the cost implications of the specific practices undertaken that exceed the Standards of Quality, and we will have a less complete understanding of the factors that are impacting school division expenditures.

As you can see, the survey is presented in an electronic format, and we ask that you provide the requested data on this template, and e-mail it back to Ashley Colvin at [AColvin@leg.state.va.us](mailto:AColvin@leg.state.va.us). We are requesting that you complete the survey and mail it back to us by no later than December 7, 2000. Please direct questions regarding the survey to Ashley Colvin at (804) 819-4592.

The survey consists of 15 sections. Sections 1 through 8 seek data from the 1999-2000 school year, sections 9 through 12 seek data from more than one school year, and section 13 seeks data from the 2000-2001 school year. Section 14 asks for your opinion on any areas on the Annual School Report that are unclear, and section 15 provides space for your comments on the issues raised in this survey. To ensure that each section is completed, on each sheet please scroll downward until you see **End of Section**. The instructions for each question are printed in each section, and also in a separate Microsoft Word 97 document that has been sent along with this survey. Both this survey and the separate instruction document are available for downloading at <http://jlarc.state.va.us/edsurvey.htm>

Some questions contain "comments" that provide definitions or other clarification. The comment "pops-up" when your mouse is placed over the comment ( which is indicated by a red triangle )

**Comment**

Thank you very much for your assistance in completing this survey. The information that you are providing will be an essential contribution to making this study a thorough and accurate review.

**Please provide the following information**

**Name of Division:**

---

**Name, Phone Number, and Email Address of Contact for Follow-up Questions:**

---

**When the survey is complete, please have the Superintendent and the Clerk of the Board, or his or her designee, sign this form and mail a hard copy (of just this sheet) to:**

**Ashley Colvin  
Joint Legislative Audit and Review Commission  
Suite 1100, General Assembly Building  
Richmond, Virginia 23219**

---

---

**I hereby certify that this is a true and correct report.**

---

**Signature of Division Superintendent**

---

**Signature of Clerk of the Board**

---

**Typed Name**

---

**Typed Name**

---

**Date**

---

**Date**

---

---

**Please note: The instructions for this section appear both on the bottom of the page, and in a Comment** (Place your mouse over the word "Comment")

**Section 1: Elementary Classroom Instructional Positions in the 1999-2000 school year.**

Sub-Function Code	Object Code	Elementary Instructional Positions (Grades K - 7) (Cost Center 2)	(1) Number of Instructional FTEs paid from State & local funds	(2) Number of Instructional FTEs paid from federal funds	(3) Number of Teachers (FTEs) with Provisional License
61100	1120	<b>Regular Teachers (non-Resource)</b>			
		Kindergarten			
		Grade 1			
		Grade 2			
		Grade 3			
		Grade 4			
		Grade 5			
		Grade 6			
61100	1120	<b>Resource Teachers</b>			
		Art			
		Music			
		Reading Specialist			
		Foreign Language			
		Physical Education			
		Other Resource (please list courses below):			
61100	1120	<b>Other Classroom Teachers</b>			
		Gifted & Talented			
		Vocational Education			
		ESL / ESOL			
		Alternative Education			
		Special Education <b>excluding Alternative Education</b>			
		Other (please list below):			
61100	1151	<b>Instructional Teacher Aides (non-Resource)</b>			
		Kindergarten			
		Grade 1			
		Grade 2			
		Grade 3			
		Grade 4			
		Grade 5			
		Grade 6			
61100	1151	<b>Instructional Teacher Aides (Resource)</b>			
		Art			
		Music			
		Reading Specialist			
		Foreign Language			
		Physical Education			
		Other Resource (please list courses below):			
61100	1151	<b>Other Classroom Aides</b>			
		Gifted & Talented			
		Vocational Education			
		ESL / ESOL			
		Library			
		Alternative Education			
		Special Education <b>excluding Alternative Education</b>			
		Other (please list below):			



Instructions: As in the Annual School Report (ASR), "Elementary" is defined as Grades K-7. Full-time Equivalencies (FTEs) should be reported to two decimal points. When reporting the total number of instructional positions in FTEs, please report the total number of FTE instructional positions that are funded by State and local funds in column (1), and the total number of federally-funded FTE instructional positions in column (2). Please ensure that the total FTEs reported on this page (the sum of columns 1 and 2) equals the FTEs reported in the ASR. If instructional positions have responsibilities that span multiple categories listed below, they should be prorated between the relevant categories.

For Special Education include all teachers whose primary responsibility is to teach students with disabilities - but exclude teachers who provide alternative education (which should be reported on the line for alternative education).

Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero). For the "other" categories, if additional space is needed please attach a supplemental spreadsheet with all data elements provided. NOTE: Instructional Teacher Aides includes Instructional Assistants.

**End of Section**

---

**Please note: The instructions for this section appear both on the bottom of the page, and in a Comment** (Place your mouse over the word "Comment")

**Section 2: Secondary Classroom Instructional Positions in the 1999-2000 school year.**

[illegible]

Instructions: As in the Annual School Report (ASR), "Secondary" is defined as Grades 8-12. Full-time Equivalencies (FTEs) should be reported to two decimal points. When reporting the total number of instructional positions in FTEs, please report the total number of FTE instructional positions that are funded by State and local funds in column (1), and the total number of federally-funded FTE instructional positions in column (2). Please ensure that the total FTEs reported on this page (the sum of columns 1 and 2) equals the FTEs reported in the ASR. If instructional positions have responsibilities that span multiple categories listed below, they should be prorated between the relevant categories.

For Special Education include all teachers whose primary responsibility is to teach students with disabilities -- but exclude teachers who provide alternative education (which should be reported on the line for alternative education).

Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero). For the "other" categories, if additional space is needed please attach a supplemental spreadsheet with all data elements provided. NOTE: Instructional Teacher Aides includes Instructional Assistants.

***End of Section***

---

### Section 3: Alternative Education in the 1999-2000 school year - Regional and Local

#### Placements in a Regional/Joint Alternative Education Program/Project

Question A refers to placements in one of the 30 regional projects established since 1993 where two or more divisions work in collaboration to establish options for students who exhibit dangerous and/or disruptive behavior and thus no longer have access to traditional school programs at the local level. This question excludes vocational and special education centers.

Please indicate, by grade level, how many students in your division were placed in a Regional/Joint Alternative Education Program/Project in the 1999-2000 school year. For purposes of this question, a Regional/Joint Alternative Education Program/Project is one that is funded through the Virginia Department of Education pursuant to the 2000 Appropriation Act, where payments are made from the State general fund for "regional alternative education programs. Such programs shall be for the purpose of educating certain expelled students and, as appropriate, students who have received suspensions from public schools and students returned to the community from the Department of Juvenile Justice. . . . Each program shall be designed to ensure that students make the transition back into the 'mainstream' within their local school division" (Item 143, Sec. 8).

A) Please indicate, by grade level, how many students in your division were placed in a Regional/Joint Alternative Education Program/Project in the 1999-2000 school year.

**Grades K - 5**

**Grades 6 - 7**

**Grades 8 - 12**

---

#### Local Alternative Education Programs in the 1999-2000 school year

This question asks about the number of students placed in local alternative education programs, and the number of FTE instructional positions that primarily teach in local alternative education programs in the 1999-2000 school year. For purposes of this question, a local alternative education program is a program that does not receive any State funding pursuant to the 2000 Appropriation Act cited above (Item 143, Sec. 8). Furthermore, a local alternative education program is a unique and separate program that is different than: 1) a Regional/Joint Alternative Education Program/Project, and 2) local regular educational programs, and where local funds and expenditures can be tracked solely for the local alternative education program. This question excludes homebound instruction, in-school suspension, vocational education, and special education.

*This question distinguishes between two kinds of local alternative education programs:*

>> The first kind, Local Disciplinary Alternative Education, refers to services provided to those students who are placed in a Local Disciplinary Alternative Education program primarily because of their dangerous and/or disruptive behavior, and thus no longer have access to traditional school programs. This includes those students who: (i) have either committed or been charged with an offense that is in violation of school board policies or the Commonwealth's laws; or (ii) have been expelled from school, have received one suspension for an entire semester, or have received two or more long-term suspensions within one school year.

### Section 3: Alternative Education in the 1999-2000 school year - Regional and Local

>> The second kind, Local Non-Traditional Alternative Education, refers to programs that enroll students who may or may not have disciplinary problems, but are primarily placed in a local alternative education program because they experience academic difficulty in a traditional school program.

B) Please indicate, by grade level, how many students in your division were placed in a Local Disciplinary Alternative Education Program/Project in the 1999-2000 school year. Also, please indicate the number of FTE instructional positions (on a pro-rated basis if necessary) that primarily taught in Local Disciplinary Alternative Education programs.

	<b>Total number of students division-wide placed in Local Disciplinary Alternative Education in the <u>1999-2000</u> school year</b>
<b>Grades K - 5</b>	
<b>Grades 6 - 7</b>	
<b>Grades 8 - 12</b>	
	<b>Total number of instructional FTE positions division-wide that primarily taught in a Local Disciplinary Alternative Education program in the <u>1999-2000</u> school year.</b>

C) Please indicate, by grade level, how many students in your division were placed in a Local Non-Traditional Alternative Education Program/Project in the 1999-2000 school year. Also, please indicate the number of FTE instructional positions (on a pro-rated basis if necessary) that primarily taught in Local Non-Traditional Alternative Education programs.

	<b>Total number of students division-wide placed in Local Non-Traditional Alternative Education in the <u>1999-2000</u> school year</b>
<b>Grades K - 5</b>	
<b>Grades 6 - 7</b>	
<b>Grades 8 - 12</b>	
	<b>Total number of instructional FTE positions division-wide that primarily taught in a Local Non-Traditional Alternative Education program in the <u>1999-2000</u> school year.</b>

***End of Section***

---

**Section 4: School Resource Officers used in the 1999-2000 school year**

Did your school division use School Resource Officers (SRO) in the 1999-2000 School Year? All SROs must be certified law-enforcement officers whose function is to promote safety and prevent crime and truancy in the schools.

1 = Yes  
2 = No

If No, please go to Section 5

If Yes, please answer the following questions:

A) How many SROs were funded from school division funds (FTEs) in the 1999-2000 school year?

A-1) What was the total cost?

A-2) Where in the ASR data were these expenditures reported?

Sub-Function	Activity	Cost Center	Object

B) How many SROs in the 1999-2000 school year (FTEs) were funded from local government funds (for example, from the sheriff's office or the police department)?

C) How many SROs in the 1999-2000 school year (FTEs) were funded from State funds (for example, from a Department of Criminal Justice Services grant)?

D) How many SROs in the 1999-2000 school year (FTEs) were funded from federal funds?

E) This question automatically sums Questions A, B, C, and D to generate the total number of SROs used by your school division (FTEs) in the 1999-2000 school year, regardless of how they were funded. If this automatically generated number is incorrect, please enter the correct value in Box E-1.

Box E-1

F) Of the total number of SROs reported in Question E, in the 1999-2000 school year how many were assigned to either a specific school, or to two schools that were in close physical proximity?

**End of Section**

This section asks about different types of school health personnel. This first question asks about physical therapists, occupational therapists, and speech-language pathologists. The second question asks about registered nurses, licensed practical nurses, and unlicensed assistive personnel. The third question asks about the number of itinerant versus non-itinerant school nurses, and the final question asks about your division's use of a contract or consulting physician.

**Instructions:** Please report information on the number of Physical Therapists, Occupational Therapists, and Speech-Language Pathologists employed or contracted (by FTE) in the 1999-2000 School Year. Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero). If additional space is needed, please provide a supplemental spreadsheet with all data elements provided.

[illegible]

**Instructions:** To be completed by all school divisions. Please report your division's school nurse positions according to three categories of school health personnel: the total number of 1) Registered Nurses (RNs), 2) Licensed Practical Nurses (LPNs), and 3) Unlicensed Assistive Personnel (UAP) positions (see definition below) employed or contracted in the 1999-2000 school year. Those divisions reporting full-time equivalent (FTE) school nurse positions should enter below the hours per day and days per year an FTE position is employed by the school division. Please indicate the total number of FTE positions for each of these categories. Round any minutes beyond whole hours to a decimal (i.e., 7 hours, 15 minutes = 7.25 hours). If the hours per day/days per year differ among positions, list the number of positions and the corresponding hours per day/days per year for each. Divisions that do not report FTE school nurse positions on the ASR should indicate so by reporting "0" in each blank below.

*Definition:* Unlicensed Assistive Personnel may be referred to by a variety of titles including health assistant, health technician, school health aide, school health paraprofessional, clinic aide, and health clerk. Their primary responsibility is the provision of health services, therefore either a clinic aide or a classroom aide should only be included if the assignment is made for purpose of providing nursing support services in the classroom. This definition excludes athletic trainers.

Section 5: School Health Personnel Employed or Contracted in the 1999-2000 school year

**B-1) School Health Positions Employed by the School Division in the 1999-2000 school year**

**EMPLOYMENT CODES**

1 = Registered Nurse (RN)                      2 = Licensed Practical Nurse (LPN)  
3 = Unlicensed Assistive Personnel (UAP)

[illegible]

**B-2) School Health Positions Provided to Students by Local Health Department or Other Local Government Agency in the 1999-2000 school year.**

If your division has school health positions that are provided by a local health department or another local government agency, please complete the following table. Please report salary (and its associated object code) for those positions where the division reimburses the local health department or another local government agency.

EMPLOYMENT CODES	
1 = Registered Nurse (RN)	2 = Licensed Practical Nurse (LPN)
3 = Unlicensed Assistive Personnel (UAP)	

[illegible]



## Section 5: School Health Personnel Employed or Contracted in the 1999-2000 school year

### C) School Health Personnel Assignments in the 1999-2000 school year

C-1) In the 1999-2000 school year, were some school health personnel in your division assigned to either a specific school, or to two schools that were in close physical proximity? Answer "Yes" only if one or more buildings in your Division had non-itinerant school health personnel assigned to them all day. Answer "No" only if ALL of your school health personnel were itinerant.

1 = Yes  
2 = No

C-2) If Yes, please complete the following Table (Column 4 will automatically sum columns 1, 2, and 3).

(1)	(2)	(3)	(4)
Number of FTE Non-Itinerant Registered Nurses Assigned to One Building All Day	Number of FTE Non-Itinerant Licensed Practical Nurses Assigned to One Building All Day	Number of FTE Non-Itinerant Unlicensed Assistive Personnel Assigned to One Building All Day	<b>TOTAL</b> Number of FTE Non-Itinerant School Health Personnel
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0.00"/>

### C-3) Total number of Itinerant School Health Personnel in the 1999-2000 school year

Please enter the total number of itinerant FTE school health personnel:

### D) Contract or Consulting Physicians in the 1999-2000 school year

D-1) Was a Contract or Consulting Physician (excluding psychiatric or psychological services) available to the School Health Program in the 1999-2000 School Year?

1 = Yes  
2 = No

D-2) If Yes, was the Physician available on a Full or Part-time basis?

1 = Full-time  
2 = Part-time

D-3) If Yes, was Physician Coverage obtained through a Paid Contract or a Non-paid Agreement?

1 = Paid  
2 = Non-paid

D-4) If a Paid Contract was used, where in the ASR was this Reported?

Sub-Function	Activity	Cost Center	Program	Object

**End of Section**

## Section 6: Medically Fragile Students in the 1999-2000 school year

*Definition:* Medically Fragile (MF) students are those students with a chronic condition and/or who require technology or ongoing support to prevent adverse physical consequences. MF students may be technology-dependent, have complex or special health care needs, or have other health impairments. Examples of medically fragile students include, but are not limited to:

- >> Students diagnosed with asthma and receiving medication (nebulizers, etc).
- >> Students with heart, lung, kidney, or liver transplants.
- >> Students diagnosed with cancer.
- >> Students receiving treatments (catheterizations, tracheotomy care, tube feeding, etc).
- >> Students diagnosed with diabetes who receive blood sugar checks during the school day and may or may not receive insulin or glucagon.

A) Did your school division have any Medically Fragile students in the 1999-2000 school year?

1 = Yes  
2 = No

If No, please go to Section 7.

---

## B) Number of Medically Fragile Students in the 1999-2000 school year

*Instructions:* This question asks for your division's total number of Medically Fragile (MF) students in the 1999-2000 School Year. This includes MF students who are placed in regular or special education classroom settings, or who are receiving homebound instruction (as a result of either an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA), or a 504 plan under Section 504 of the Rehabilitation Act of 1973). Only those MF students who are placed in classroom settings or in homebound instruction should be included. In other words, **do not** include those MF students who are placed in 1) a Licensed Nursing Home, 2) a Long-stay Acute Care Hospital, or 3) an Intermediate Care Facility – Mental Retardation (ICFMR).

Please answer this question by identifying Medically Fragile students by whether or not they have: (in column 1) an IEP, (in column 2) a 504 Plan, or (in column 3) no identified disability. Column 4 will automatically sum columns 1, 2, and 3.

(1)	(2)	(3)	(4)
Number of Medically Fragile Students who have a special education IEP	Number of Medically Fragile Students who have a 504 plan	Number of Medically Fragile Students <i>Without</i> an Identified Disability	<b>TOTAL</b> Number of Medically Fragile Students
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

## Section 6: Medically Fragile Students in the 1999-2000 school year

### C) School Nurses Required by Medically Fragile Students in the 1999-2000 school year

*Instructions:* This question asks about those MF students in your division, if any, who required their own nurse (RN or LPN) in the 1999-2000 school year. This question pertains only to those MF students who were required to receive one-on-one nursing services.

C-1) How many students, if any, in your division required one-on-one nursing services in the 1999-2000 school year?

C-2) How many nurses (RN or LPN) in your division, if any, provided one-on-one nursing services in the 1999-2000 school year?

Of the number reported in C-2, how many of these nurses (RN or LPN) were funded by school division funds?

Of the number reported in C-2, how many of these nurses (RN or LPN) were funded by local health department or other local government agency funds?

Of the number reported in C-2, how many of these nurses (RN or LPN) were funded by Medicaid or parental insurance funds?

---

### D) Assistive Technology expenditures in the 1999-2000 school year

D-1) What were your total expenditures on Assistive Technology for Medically Fragile students in the 1999-2000 School Year?

D-2) Where in the ASR data were these expenditures reported?

Sub-Function	Activity	Cost Center	Program	Object

## Section 6: Medically Fragile Students in the 1999-2000 school year

**E) Medically Fragile Students with a Special Education IEP in the 1999-2000 school year**

**Instructions:** This question applies ONLY to those Medically Fragile Students in the 1999-2000 School Year who have a Special Education Individualized Education Plan (IEP). The number of students listed for this question should equal the total number listed in Column 1 of Question B above (in this section). In answering this question, please use the Special Education Codes provided. If additional space is needed please submit a supplemental spreadsheet with all data elements provided.

[illegible]

### Special Education Codes

AUT	Autism
DB	Deaf/Blindness
DD	Developmentally Delayed
ED	Emotional Disturbance
EMR	Educable Mental Retardation
HI	Hearing Impairment
MD	Multiple Disabilities
OHI	Other Health Impairment
OI	Orthopedic Impairment
SLD	Specific Learning Disability
S/LI	Speech Language Impairmen
SPD	Severe and Profound Disabilit
TBI	Traumatic Brain Injury
TMR	Trainable Mental Retardation
VI	Visual Impairment

***End of Section***

## Section 7: Special Education in the 1999-2000 school year

### A) Number of Teachers Employed or Contracted on or about December 1, 1999 for Special Education Students Ages 3-21 (in FTEs):

Instructions: Include teachers and aides of separate classes, resource room teachers, itinerant/consulting teachers, teachers of children with disabilities in separate schools and facilities, home/hospital teachers, as well as special education teachers in regular education classrooms. The assignment of a teacher or aide is determined by the primary disability of the student served, not by their license or endorsement. Do not include regular classroom teachers who work with students with disabilities. Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero).

The number of personnel should be reported in full-time equivalency of assignment. For example, a part-time resource room teacher working four hours per day (in a 5.5 hour school day) is .72 FTE (this is just an example; it is not a definition of an FTE). If that teacher has 20 students, 10 with an emotional disturbance, 6 with educable mental retardation, and 4 with autism, multiply .72 by the proportion of students with each disability to get the total FTEs for each disability area.

For Example: The part-time teacher described above equals a total of .72 FTE

Disability	Proportion of Students		Number of FTEs
emotional disturbance	.5	x	.36
educable mental retardation	.3	x	.216
autism	.2	x	.144
			.72

Student Disability	Teachers (FTEs)		Aides (FTEs)
	Number Fully Licensed	Number NOT Fully Licensed	Number of Aides
Autistic			
Deaf / Blind			
Developmentally Delayed			
Emotionally Disturbed			
Educable Mentally Retarded			
Hearing Impaired			
Multiple Disabilities			
Other Health Impaired			
Orthopedically Impaired			
Specific Learning Disabled			
Speech/Language Impaired			
Severe / Profound Disabled			
Traumatic Brain Injury			
Trainable Mentally Retarded			
Visually Impaired			

For “**Fully Licensed**”, report the number of FTE personnel employed or contracted to provide special education who had a state license, with the appropriate endorsement, for the position held.

For “**NOT Fully Licensed**”, report the number of FTE personnel employed or contracted to provide special education who were employed on a conditional license (i.e., they have a teaching license but either do not hold the appropriate endorsement for the position held, or failed to meet other existing state requirements for the position held). This includes long-term substitutes.

## Section 7: Special Education in the 1999-2000 school year

### Special Education Expenditure Categories

Instructions: Questions B, C, and D request more detail about the expenditure data – with the exception of salaries – that you presently report on Supplemental Schedule B of the ASR. These questions do not ask that the data be attributed to specific disability areas. Since the expenditures are derived from ASR-reported expenditures you must provide the accounting codes from which these costs are derived. Additional room is provided to allow for expenditures from multiple accounting codes within the set categories. If the expenditures are not reported on the ASR, a zero should be entered for each accounting code. *Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero).*

B-1) What were your total expenditures on Legal Services for Special Education in the 1999-2000 School Year?

--

B-2) Where in the ASR data were these expenditures reported?

Sub-Function	Activity	Cost Center	Program	Object

C-1) What were your total expenditures on Special Education services that were contracted out or purchased (excluding legal services and regional special education programs) in the 1999-2000 School Year?

--

C-2) Where in the ASR data were these expenditures reported?

Sub-Function	Activity	Cost Center	Program	Object

C-3) Please describe these services, and why they were contracted-out or purchased.

--

**Section 7: Special Education in the 1999-2000 school year**

D-1) What were your total expenditures on Special Education Assistive Technology in the 1999-2000 School Year?

--

D-2) Where in the ASR data were these expenditures reported?

Sub-Function	Activity	Cost Center	Program	Object

***End of Section***

---

Section 8: Fringe Benefits in the 1999-2000 school year

Instructions: Please provide the following information for the 1999-2000 school year for both full-time and part-time employees. If your division offered combined plans, such as combined health and dental insurance, please respond as though these plans were offered separately.

	Full-time Employees		Part-time Employees
	Professional Positions	Non-Professional Positions	
<b><u>Health Insurance:</u></b>			
<b>A) Did you offer health insurance for current employees? (If No, go to question B.)</b>	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	<input type="text"/> 1 = Yes 2 = No
<b><u>Plan Structure</u></b>			
A-1) Did you offer employee coverage?	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	<input type="text"/> 1 = Yes 2 = No
A-2) If yes, what percent of the premium did you cover?	<input type="text"/>	<input type="text"/>	<input type="text"/>
A-3) Did you offer employee plus one coverage?	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	<input type="text"/> 1 = Yes 2 = No
A-4) If yes, what percent of the premium did you cover?	<input type="text"/>	<input type="text"/>	<input type="text"/>
A-5) Did you offer family coverage?	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	<input type="text"/> 1 = Yes 2 = No
A-6) If yes, what percent of the premium did you cover?	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>B) Did you offer health insurance for retired employees? (If No, go to question C.)</b>	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	<input type="text"/> 1 = Yes 2 = No
B-1) Did you offer retiree coverage?	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	
B-2) If yes, what percent of the premium did you cover?	<input type="text"/>	<input type="text"/>	
B-3) Did you offer retiree plus one coverage?	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	
B-4) If yes, what percent of the premium did you cover?	<input type="text"/>	<input type="text"/>	
B-5) Did you offer family coverage?	<input type="text"/>	1 = Yes 2 = No <input type="text"/>	
B-6) If yes, what percent of the premium did you cover?	<input type="text"/>	<input type="text"/>	



Section 8: Fringe Benefits in the 1999-2000 school year

Instructions: Please provide the following information for the 1999-2000 school year for both full-time and part-time employees. If your division offered combined plans, such as combined health and dental insurance, please respond as though these plans were offered separately.

	Full-time Employees		Part-time Employees
	Professional Positions	Non-Professional Positions	
<b><u>Dental Insurance:</u></b>			
C) Did you offer dental insurance for current employees? If your division offered combined health and dental insurance, please report dental insurance separately. (If No, go to question D.)	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>
<u>Plan Structure</u>			
C-1) Did you offer employee coverage?	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>
C-2) Did you offer employee plus one coverage?	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>
C-3) Did you offer family coverage?	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>
D) Did you offer dental insurance for retired employees? (If No, go to question E.)	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>
D-1) Did you offer retiree coverage?	<input type="checkbox"/>	1 = Yes 2 = No	
D-2) Did you offer retiree plus one coverage?	<input type="checkbox"/>	1 = Yes 2 = No	
D-3) Did you offer retiree plus family coverage?	<input type="checkbox"/>	1 = Yes 2 = No	
<b><u>Retirement Plans:</u></b>			
E-1) Did you offer VRS coverage to non-professional employees?		1 = Yes 2 = No	<input type="checkbox"/>
E-2) Did your locality offer a local retirement plan supplementing VRS?	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>
<b><u>Early Retirement Incentive Plans:</u></b>			
F) Did your locality offer an early retirement incentive plan?	<input type="checkbox"/>	1 = Yes 2 = No	<input type="checkbox"/>

Section 8: Fringe Benefits in the 1999-2000 school year

Instructions: Please provide the following information for the 1999-2000 school year for both full-time and part-time employees. If your division offered combined plans, such as combined health and dental insurance, please respond as though these plans were offered separately.

**Full-time Employees**

**Part-time Employees**

Professional Positions

Non-Professional Positions

**Other Fringe Benefits:**

G) Other than the benefits mentioned above, please list any additional fringe benefits you offered your current employees (excluding VRS, Group Life Insurance, Social Security, and Medicare).

Teacher/ Professional Positions

Non-Professional Positions

Part-time Positions

- 1)
- 2)
- 3)
- 4)

- 1)
- 2)
- 3)
- 4)

- 1)
- 2)
- 3)
- 4)

H) Other than the benefits mentioned above, please list any fringe benefits you offered your retirees.

Teacher/ Professional Positions

Non-Professional Positions

- 1)
- 2)
- 3)
- 4)

- 1)
- 2)
- 3)
- 4)

*End of Section*

## Section 9: Salary Increases (various school years)

**Instructions:** Please provide the average percent salary increased adopted in your division by position type and the effective date of these salary increases for the 1997-1998, 1998-1999, 1999-2000, and 2000-2001 school years. If you did not provide salary increases in terms of a percent (for example, some divisions report providing across-the-board dollar increases or pay scale step increases), please convert these increases into an average percentage increase. Please report the effective date of the salary increases in the following format: mm/dd/yy.

The following guidance is provided for determining position type:

- 1) Administrative - Those positions involved in establishing and administering policy for a particular program, school, or the division generally.
- 2) Instructional - Those positions directly involved in providing educational instruction to students.
- 3) Support - Those positions providing support to the administrative and instructional positions, and/or generally supporting the on-going activities of the school division.
- 4) Other - Any positions that do not fit into the previous three position type categories.

*Please ensure that every "average percent salary" cell is filled-in (if the question is not applicable, please enter a zero).*

Position Type	1997-1998		1998-1999		1999-2000		2000-2001	
	Average Percent Salary Increase Adopted	Effective Date of Salary Increase (mm/dd/yy)	Average Percent Salary Increase Adopted	Effective Date of Salary Increase (mm/dd/yy)	Average Percent Salary Increase Adopted	Effective Date of Salary Increase (mm/dd/yy)	Average Percent Salary Increase Adopted	Effective Date of Salary Increase (mm/dd/yy)
Administrative								
Instructional								
Support								
Other								

**End of Section**

## Section 10: Other Enhancements to Instructional Salaries (various school years)

Instructions: Please indicate whether your division provided any of the following enhancements to instructional salaries for the **1999-2000** and **2000-2001** school years. If you provided or are providing an enhancement in 2000-2001, please indicate the number of enhancements provided, the total cost of the enhancements, and where you report these enhancements in the Annual School Report (ASR).

For the purposes of this question, incentive payments are those payments that are awarded above a teacher's regular salary based on his/her performance. For example, a payment awarded for increased SOL test scores would be considered an incentive payment. Leadership compensation is a payment that is awarded to those teachers who act in a leadership capacity to other teachers. For example, payment provided above a teacher's regular salary to compensate for acting as a master teacher, mentor, or department head would be considered leadership compensation.

*Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero).*

### Signing Bonuses

A) Did your division offer signing bonuses in the **1999-2000** or **2000-2001** school year?

1999-2000	2000-2001		
Bonuses Provided?	Bonuses Provided?	Bonuses Provided	Total Cost
1=Yes, 2=No	1=Yes, 2=No		

A-1) Where are signing bonus expenditures reported in the ASR?

Sub-Function	Activity	Cost Center	Program	Object

A-2) If you provided signing bonuses, were they targeted at specific position types, and if so, what three position types were most often targeted?

- 1)
- 2)
- 3)

### Educational Loan Repayments

B) Did your division make educational loan repayments on behalf of teachers in the **1999-2000** or **2000-2001** school year?

1999-2000	2000-2001		
Loan Repayments Provided?	Loan Repayments Provided?	Number of Loan Repayments Provided	Total Cost
1=Yes, 2=No	1=Yes, 2=No		

B-1) Where are education loan repayment expenditures reported in the ASR?

Sub-function	Activity	Cost Center	Program	Object

B-2) If you made education loan repayments, were they targeted at specific position types, and if so, what three position types were most often targeted?

- 1)
- 2)
- 3)

## Section 10: Other Enhancements to Instructional Salaries (various school years)

### Performance-based Incentive Payments

C) Did your division provide performance-based incentive payments beyond regular teacher salary in the 1999-2000 or 2000-2001 school year?

1999-2000	2000-2001		
Incentive Payments Provided	Incentive Payments Provided	Number of Incentive Payments Provided	Total Cost
1=Yes, 2=No	1=Yes, 2=No		

C-1) Where are incentive payment expenditures reported in the ASR?

Sub-function	Activity	Cost Center	Program	Object

C-2) If your division awards performance-based incentive payments, what criteria are used to award these payments?

--

### Leadership Compensation

D) Did your division provide compensation beyond regular teacher salary in the 1999-2000 or 2000-2001 school year for teachers acting in a leadership capacity to other teachers, for example participating as a master teacher, mentor, or department head?

1999-2000	2000-2001		
Leadership Payments Provided	Leadership Payments Provided	Number of Leadership Payments Provided	Total Cost
1=Yes, 2=No	1=Yes, 2=No		

D-1) Where are leadership compensation payment expenditures reported in the ASR?

Sub-function	Activity	Cost Center	Program	Object

**Section 10: Other Enhancements to Instructional Salaries (various school years)**  
**Other Enhancements to Instructional Salaries**

E) Did your division provide any other enhancements to regular teacher salaries in the 1999-2000 or 2000-2001 school year? If Yes, please list these other enhancements.

1999-2000	2000-2001		
Other Instructional Salary Enhancements	Other Instructional Salary Enhancements	Number of Other Instructional Salary Enhancements	Total Cost

E-1) Where are expenditures for other enhancements to teacher salaries reported in the ASR?

Sub-function	Activity	Cost Center	Program	Object

E-2) For what purposes were other salary enhancements provided?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**End of Section**

---

## Section 11: Staff Recruitment and Retention (various school years)

**Instructions:** Please provide information relating to the following staffing issues. The first question pertains to the 1999-2000 school year. Questions B, C, and D pertain to the Summer of 2000. The final questions pertain to the 2000-2001 school year only.

*This question pertains to the 1999-2000 school year only.*

A) Please indicate the number of teaching positions that were vacant, if any, at the end of the 1999-2000 school year.

---

*The next three questions pertain to the Summer of 2000 (that is, the period between the end of the 1999-2000 school year and the beginning of the 2000-2001 school year).*

B-1) During the Summer of 2000, what was the average number of applicants that either held or were eligible for a teaching license per vacant teaching position?

B-2) Is your answer in B-1 your best estimate, or is it derived from a more in-depth examination of either personnel files or of automated personnel data?

1 = Estimate  
2 = Examination

B-3) During the Summer of 2000, please list the three types of teaching positions (for example, math, art, vocational education) that your division had the most difficulty filling, and why. Please also indicate the number of vacancies you had per type of position (for example, three math teachers) and how many of the vacancies were filled.

Position	Number of Vacancies	Number of Vacancies Filled	Reason Why this Type of Position was Difficult to Fill

B-4) During the Summer of 2000, did your division offer higher starting salaries to those types of positions you reported in question B-3? For each type of position that was offered a higher starting salary, please describe the average percentage increase in salary above your division's typical starting salary.

Position	Average Percentage Increase in Salary above Typical Starting Salary

B-4) During the Summer of 2000, how many qualified applicants, on average, did your division have per unfilled principal position?

All of the remaining questions in this section pertain to the 2000-2001 school year only.

C-1) How many teaching position vacancies, if any, did your school division have at the start of the 2000-2001 school year?

C-2) Please complete the following table, indicating what percentage of your division's Full-time Instructional FTE positions have 9, 10, 11, or 12-month contracts.

	Percentage with 9-month Contract	Percentage with 10-month Contract	Percentage with 11-month Contract	Percentage with 12-month Contract
Full-time Instructional FTE Positions				

C-3) How many teachers in your school division had a total of 25 years or more of lifetime teaching experience at the start of the 2000-2001 school year?

C-4) How many teachers in your school division had a total of 3 years or less of lifetime teaching experience at the start of the 2000-2001 school year?

C-5) Does a shortage of substitute teachers for the 2000-2001 school year exist in your school division?

1 = Yes  
2 = No

C-6) Does the daily rate of pay for substitute teachers in the 2000-2001 school year differ from what your division offered in the 1999-2000 school year?

1 = Yes  
2 = No

If Yes, please complete the following table:

Daily Rate of Pay for Substitute Teachers			
Non-degreed	Degreed	Short-term	Long-term

C-7) For the 2000-2001 school year, does your school division maintain a list of currently active, potential substitute teachers?

1 = Yes  
2 = No

If Yes, how many individuals are on the most current list?

D-1) Going into the 2000-2001 school year, how many qualified applicants, on average, did your division have per unfilled bus driver position?

D-2) How many bus drivers on your division's payroll in the 2000-2001 school year have a provisional bus driver certificate?

D-3) Does a shortage of bus driver substitutes for the 2000-2001 school year exist in your school division?

1 = Yes  
2 = No

D-4) In the 2000-2001 school year, what is your division's Daily Rate for bus driver substitutes?

E) How many support staff (non-instructional) vacancies as a percentage of total support staff positions, if any, did your school division have at the start of the 2000-2001 school year?

**End of Section**



## Section 12: Miscellaneous (various school years)

Questions A, B, and C pertain to the 1999-2000 school year only.

Instructional square footage is defined as all square footage, including trailers (portable classrooms), that is located on school grounds and is used for the primary purpose of providing direct instruction or support of this instruction. Administrative square footage is defined as space located on school grounds, including trailers (portable classrooms), that is used for the primary purpose of school-specific administration.

### A) Use of Trailers/Portables

A-1) In the 1999-2000 school year, how many Trailers or Portables did your division use for Instructional purposes?

A-2) In the 1999-2000 school year, how many Trailers or Portables did your division use for Administrative purposes?

---

### B) New facilities first used in the 1999-2000 school year

Instructions: For all square footage that came on-line, or was first used, during the 1999-2000 school year, please provide square footage figures for the following categories. Instructional square footage is defined as all square footage, including trailers (portable classrooms), that is located on school grounds and is used for the primary purpose of providing direct instruction or support of this instruction. Administrative square footage is defined as space located on school grounds, including trailers (portable classrooms), that is used for the primary purpose of school-specific administration.

Instructional Square Footage		Administrative Square Footage	
Trailer/Portable	Fixed Space	Trailer/Portable	Fixed Space

---

C) Did your school division participate with any other school divisions to make pooled purchases for items such as classroom or school maintenance supplies?

1 = Yes  
2 = No

If Yes, what was the approximate annual dollar value expended by your school division in the 1999-2000 school year for your part of these pooled purchases?

The remaining questions in this section pertain to the 2000-2001 school year only.

D-1) Currently, how long is your Bus Replacement Cycle -- in Years -- for Regular Home to School buses? (This includes only those bus purchases that do not increase the total number in the fleet. Enter Zero if you do not have a bus replacement cycle)

D-2) Currently, what is the average mileage for Regular Home to School Buses at time of replacement?

---

E) Please indicate the manner in which your division presently classifies grade levels. In other words, does your division use a middle school designation?

- 1 = Do not use Middle School classification  
2 = Elementary, Middle, and Secondary

If your division uses a middle school designation, what grade levels are included in middle school?

---

F) Currently, what are the minimum, maximum, and typical repayment periods used by your school division to repay loans undertaken for the construction of new buildings or major additions? Please enter a zero in each cell if you have not had any loans for new construction in the past five years.

Minimum  
(years)

Maximum  
(years)

Average  
(years)

---

***End of Section***

**Section 13: Course Offerings and Maximum Class Sizes in the 2000-2001 school year**

**Course Schedules and Offerings in the 2000-2001 school year**

**A) This question distinguishes between those schools in your division that use "block scheduling" (if any) and those schools that use "traditional scheduling."**

**Traditional Scheduling in the 2000-2001 school year**

A-1) For those schools in your division that use traditional scheduling -- defined as a schedule where every class meets every day of the week -- please indicate how many regular instructional periods per day are mandatory in the 7th and 11th grades (**excluding special education, vocational education, and gifted & talented**).

<b>Number of Regular Periods 7th Grade</b>

<b>Number of Regular Periods 11th Grade</b>

A-2) For those schools in your division that use traditional scheduling, how many optional instructional periods are offered beyond the number of required instructional periods (if any)?

<b>Number of Optional Periods 7th Grade</b>

<b>Number of Optional Periods 11th Grade</b>

---

**Block Scheduling in the 2000-2001 school year**

B) For those schools in your division that use block scheduling (if any) -- defined as a schedule where not every class meets every day of the week -- please send a description of each type of block schedule used in your division. In the description, please ensure that the number of mandatory instructional periods per day, and per week, are included. Also, please indicate how many optional instructional periods are offered (if any) beyond the number of required instructional periods. Please mail the description to:

**Ashley Colvin  
Joint Legislative Audit and Review Commission  
Suite 1100, General Assembly Building  
Richmond Va. 23219**

---

### C) Secondary School Course Offerings

All divisions -- Please provide a complete list of every course offered at the secondary school level (Grades 8-12) in your division. If this list is available on the Internet, please complete the address (URL) in the space provided below. If this list is not available on the Internet, please send us an electronic copy (if possible) in one of the following formats: Microsoft Excel (.xls); Microsoft Word (.doc); or text file (.txt). Otherwise please mail a hard copy to:

Ashley Colvin  
Joint Legislative Audit and Review Commission  
Suite 1100, General Assembly Building  
Richmond Va. 23219

*Location of Secondary Course Offerings (if available on the Internet):*

http://

### Largest Individual Elementary and Secondary Class Sizes in the 2000-2001 School Year

D) Instructions: The following questions apply to the 2000-2001 school year only. For elementary class size, please provide the number of pupils that are enrolled in each of the five largest individual regular elementary classes in your division for each of the grades listed. **Do not include resource classes, such as music and physical education classes.** For secondary class size, please provide the number of pupils that are enrolled in each of the five largest individual classes in your division for the subject areas indicated. "Enrollment" is defined as the number of students enrolled in the class on September 30, 2000. *Please ensure that every cell is filled-in (if the question is not applicable, please enter a zero).*

#### Largest Individual Elementary Class Sizes in 2000-2001

Across All Schools, Number of Pupils Enrolled in the Five Largest Individual Regular Classes Taught in the <u>2000-2001</u> School Year by Grade Level								
Top Five	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1								
2								
3								
4								
5								

#### Largest Individual Secondary Class Sizes (Grades 8 - 12) in 2000-2001

Across All Schools, Number of Pupils Enrolled in the Five Largest Individual Classes Taught in the <u>2000-2001</u> School Year by Subject								
Top Five	Algebra I	Geometry	English 11	Earth Science	Biology	U.S. & VA Government	U.S. History	Spanish I
1								
2								
3								
4								
5								

**End of Section**

#### Section 14: Possible ASR Data Reporting Inconsistencies or Suggestions

Please indicate any instances where you think that the definitions or instructions for the expenditure categories in the Annual School Report (ASR) are unclear, or where there is ambiguity as to how information should be reported. This should include instances where your school division might report the same expenditure differently in one year than it was reported in another year, or where you are aware that two or more school divisions report the same expenditure differently on the ASR. For example, there might be a gray area in distinguishing between what is a capital expenditure and what is an operating expenditure, or between what is new construction and what is renovation. Additionally, please indicate any expenditure categories where educational services provided by your local government or another agency are not reported on the ASR, as might occur with debt service, or public safety and health.

Finally, please provide any suggestions for improvements to the ASR (a larger area for this purpose is included below the table). If additional space is needed please attach a supplemental spreadsheet with all data elements provided. If you do not think that there is any significant ambiguity in how the data is reported, please type "No Concerns" on the first line.

Expenditure Category (please describe)	Where in the ASR was this expenditure reported in the 1999-2000 school year?				
	Sub-Function	Activity	Cost Center	Program	Object

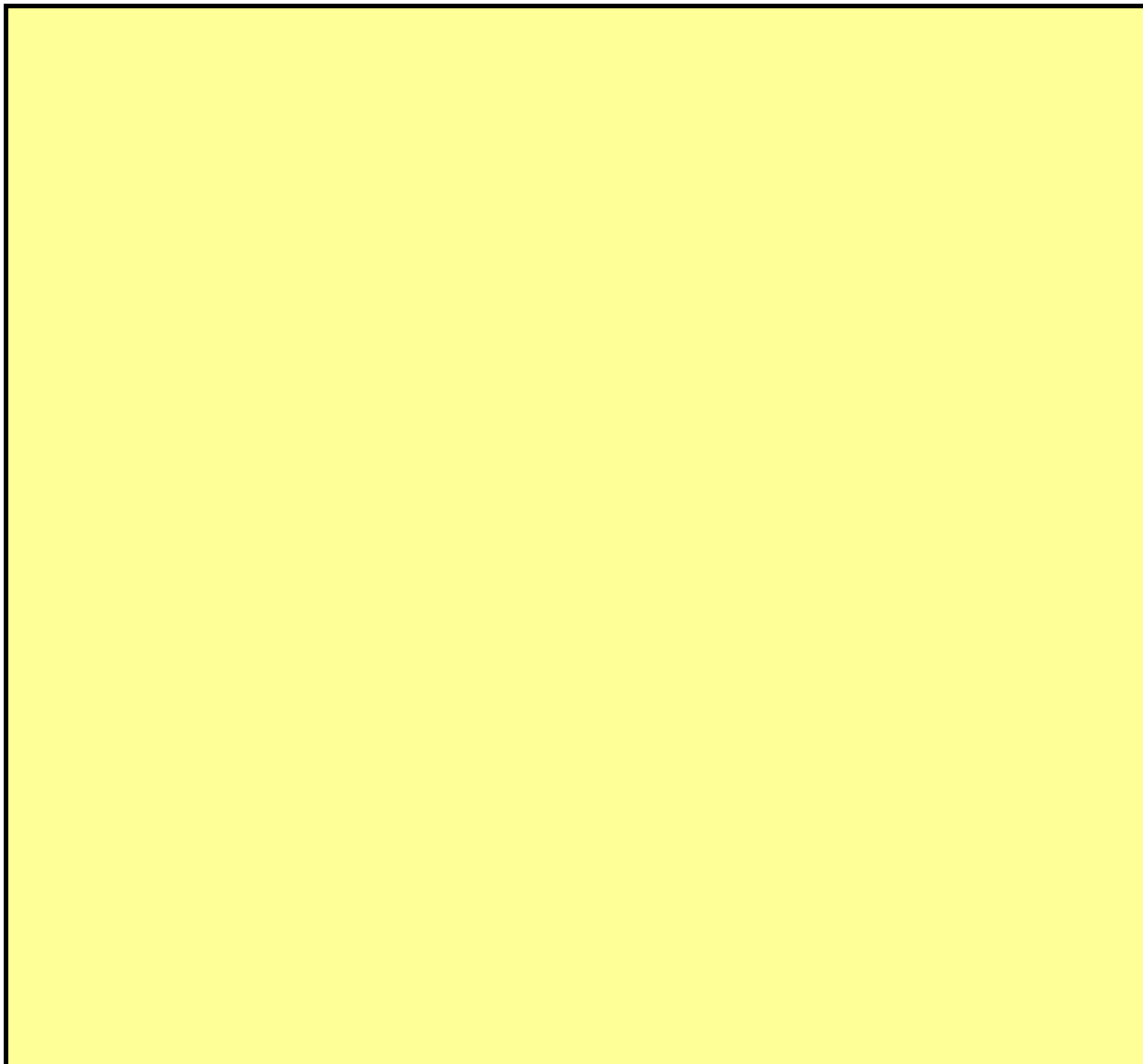
--

**End of Section**

---

**Section 15: Additional Comments**

**The following space is provided for any comments you may have about the issues raised in the survey (please attach additional sheets if necessary.)**

A large yellow rectangular box with a black border, intended for additional comments.

**Thank you for your time and cooperation.**

**Please e-mail your survey by  
December 7, 2000 to:  
AColvin@leg.state.va.us**